Australian Chiropractic College

GRADES AND RESULTS

Policy

DEFINITIONS

Terms in this document, for which definitions are not provided in the text or may not be self-evident or for which usage at ACC may differ to that in other higher education institutions are as follows:

Academic Integrity: The commitment to ensuring honesty, fairness, transparency, responsibility, and ethical conduct in assessment, grading, academic decision-making, and the awarding of academic results.

Assessment Moderation: A quality assurance process used to support consistency, comparability, fairness, and academic integrity in assessment design, marking, grading, and academic decision-making across units, cohorts, campuses, and modes of delivery.

Competency-Based Assessment: Assessment designed to evaluate whether a student has demonstrated specified practical, clinical, professional, technical, behavioural, or other competencies required for successful completion of a unit or program of study.

Education and Grading Committee (EGC): The committee responsible for academic oversight of grades, results, moderation, progression, remediation, supplementary assessment, and associated academic governance processes in accordance with ACC governance requirements.

Final Grade: The officially approved result awarded to a student upon completion of all assessment, moderation, competency, and other unit requirements.

Hurdle Assessment: An assessment task or assessment component that a student must successfully complete in order to pass a unit, regardless of the aggregate mark achieved in the unit.

Interim Result: A temporary result awarded where assessment, moderation, competency, placement, academic integrity, administrative, or other academic processes required for finalisation of a grade or result remain incomplete.

Mandatory Attendance and Participation Requirement: A requirement specified in a Unit Profile relating to attendance and/or participation in designated learning activities where participation is necessary to support the development, assessment, or demonstration of learning outcomes, professional competencies, accreditation requirements, professional behaviours, or safe practice capability.

Re-sit: An approved reassessment opportunity provided to a student who has failed a hurdle assessment or other designated assessment requirement and is eligible to undertake an additional attempt in accordance with ACC policies and procedures.

Remediation: Additional learning, reassessment, competency demonstration, placement activity, practical

participation, or other educational activity required to support demonstration of outstanding learning outcomes, competencies, professional behaviours, or safe practice capability.

Supplementary Assessment: An additional assessment opportunity granted to an eligible student who has demonstrated substantial attainment of the learning outcomes and requirements of a unit but has not achieved a passing result.

Supplementary Examination: A supplementary examination granted to an eligible student in accordance with ACC policies and procedures to provide an additional opportunity to demonstrate outstanding learning outcomes or assessment requirements.

Unit Profile: The official ACC document for a unit of study which specifies the learning outcomes, assessment requirements, hurdle requirements, attendance and participation requirements, grading conditions, and other academic requirements applicable to the unit.

PURPOSE

The Grades and Results Policy establishes the principles governing the assessment, determination, moderation, approval, recording, and release of academic grades and results at the ACC.

This Policy supports the maintenance of academic integrity, fairness, consistency, transparency, and defensible academic decision-making in relation to student assessment outcomes.

The Policy provides the framework for:

- the classification and awarding of grades and results;
- the use of hurdle assessments and competency-based assessment requirements;
- supplementary assessment and remediation pathways;
- assessment moderation and academic oversight processes;
- progression decisions relating to academic performance and competency attainment; and
- review and appeal processes relating to grades and results.

The ACC recognises that assessment must support the demonstration of learning outcomes, discipline-specific knowledge and skills, professional competencies where applicable, safe practice capability, and the graduate outcomes expected of students within their program of study.

SCOPE

This Policy applies to all forms of assessment and academic results within ACC programs and units of study, including graded, non-graded, practical, clinical, placement, competency-based, and hurdle assessment requirements.

This Policy applies to all students enrolled in ACC programs and courses of study, including higher education and other accredited educational offerings delivered by the ACC.

This Policy applies to all academic staff, assessors, moderators, committees, and other persons involved in the assessment, moderation, approval, review, recording, and release of grades and results.

POLICY STATEMENT

1. Assessment Principles

Assessment at the ACC is designed to support and evaluate student achievement of the learning outcomes specified for units and programs of study.

Assessment practices at the ACC must be:

- aligned with the learning outcomes and requirements of the relevant unit and program of study;
- fair, valid, reliable, transparent, and consistently applied;
- appropriate to the level and nature of the qualification being awarded;
- capable of demonstrating achievement of academic, practical, clinical, professional, and competency-based outcomes where applicable; and
- consistent with applicable accreditation, regulatory, professional, and safe practice requirements.

Assessment may include graded, non-graded, formative, summative, practical, clinical, placement, competency-based, and hurdle assessment components as specified in the relevant Unit Profile.

Grades and results awarded by the ACC must reflect an academically defensible judgement regarding the extent to which a student has demonstrated the required learning outcomes, competencies, and other unit or program requirements.

Assessment moderation, academic oversight, and review processes are implemented to support consistency, comparability, academic integrity, and quality assurance in the determination and approval of grades and results.

2. Grades and Results

The ACC awards grades and results that reflect the extent to which a student has demonstrated the learning outcomes, competencies, and other requirements specified for a unit or program of study.

Grades and results awarded by the ACC may include:

- graded results;
- non-graded pass/fail results;
- hurdle-related results;
- interim results; and
- supplementary or remediation-related results.

The categories, definitions, requirements, and conditions relating to grades and results are specified in the associated Procedures.

Grades and results may incorporate consideration of:

- achievement of learning outcomes;
- achievement of practical, clinical, professional, or competency-based requirements;
- satisfaction of hurdle assessment requirements;
- compliance with mandatory attendance or participation requirements where applicable; and
- other academic or professional requirements specified in the relevant Unit Profile or ACC policies and procedures.

No grade or result may be awarded for a unit in which a student is not validly enrolled.

Grades and results are subject to moderation, academic oversight, approval, review, amendment, and appeal processes in accordance with ACC policies and procedures.

3. Assessment and Determination of Grades

Assessment outcomes and final grades must be determined in accordance with the learning outcomes, assessment requirements, marking criteria, competency requirements, and other conditions specified in the relevant Unit Profile and associated assessment materials.

Grades and results must reflect the extent to which a student has demonstrated achievement of the required learning outcomes and any associated academic, practical, clinical, professional, or competency-based requirements.

Assessment decisions must be based on academic judgement exercised by appropriately qualified academic staff and informed by assessment moderation and academic oversight processes.

Assessment and grading practices must support consistency, fairness, transparency, and comparability of academic standards across units, campuses, modes of delivery, and student cohorts.

Where a unit includes mandatory competency-based, practical, clinical, placement, or professional requirements, students must satisfy those requirements in order to successfully complete the unit, regardless of aggregate marks achieved elsewhere in the unit.

The operational requirements relating to assessment, grading, moderation, rounding, result calculation, approval, recording, and release of grades and results are specified in the associated Procedures.

4. Hurdle Assessments

Hurdle assessments may be used where the ACC determines that demonstration of specific learning outcomes, professional competencies, practical skills, clinical capability, professional behaviours, or safe practice requirements is essential for progression or successful completion of a unit or program of study.

Hurdle assessments must be clearly identified in the relevant Unit Profile together with the associated requirements, conditions for successful completion, and any applicable remediation or re-sit provisions.

Students must satisfy all mandatory hurdle assessment requirements in order to successfully complete the relevant unit, regardless of aggregate marks achieved in other assessment components of the unit.

Where a student fails a hurdle assessment, the student may be eligible for a re-sit, remediation activity, or other reassessment opportunity in accordance with the associated Procedures.

Students who fail to satisfy a hurdle assessment requirement following any permitted re-sit or remediation opportunity will not successfully complete the unit.

The ACC recognises that hurdle assessments are used to support the demonstration of essential academic, professional, practical, clinical, competency-based, accreditation, and safe practice requirements relevant to the program of study.

Mandatory attendance and participation requirements are distinct from hurdle assessments, although failure to satisfy attendance or participation requirements may affect eligibility for re-sit, remediation, supplementary assessment, or progression pathways in accordance with ACC policies and procedures.

5. Re-sits and Remediation

The ACC may provide re-sit, reassessment, remediation, or additional competency demonstration opportunities where a student has not successfully demonstrated required learning outcomes, competencies, practical skills, clinical capability, professional behaviours, or other unit requirements.

Re-sit and remediation opportunities are intended to support the demonstration of required learning outcomes and competencies while maintaining academic standards, professional requirements, and safe practice expectations.

Where a student fails a hurdle assessment, the student may be provided one re-sit or equivalent remediation opportunity in accordance with the associated Procedures.

Eligibility for re-sit or remediation opportunities may be subject to:

- satisfaction of mandatory attendance and participation requirements;
- demonstration of appropriate professional behaviour and safe practice capability;
- the nature and extent of the failed assessment requirements;
- any applicable accreditation, regulatory, or professional requirements; and
- any other conditions specified in the relevant Unit Profile or associated Procedures.

The maximum grade or result available following successful completion of a re-sit or remediation activity may be restricted in accordance with the associated Procedures.

Students who do not successfully satisfy the requirements of a permitted re-sit or remediation opportunity will not successfully complete the relevant assessment or unit.

6. Supplementary Assessment and Supplementary Examination

The ACC may provide supplementary assessment or supplementary examination opportunities where a student has demonstrated substantial attainment of the learning outcomes and requirements of a unit but has not achieved a passing result.

Supplementary assessment and supplementary examination are intended to provide a limited academic remediation pathway that enables a student to demonstrate outstanding learning outcomes or assessment requirements while maintaining academic standards and the integrity of the qualification.

Eligibility for supplementary assessment or supplementary examination is determined in accordance with the associated Procedures, including specified academic eligibility criteria and thresholds, and may take into consideration:

- the extent to which learning outcomes have been achieved;
- performance across assessment components within the unit;
- satisfaction of hurdle assessment requirements;
- compliance with mandatory attendance and participation requirements where applicable;
- professional behaviour and safe practice considerations where relevant; and
- any accreditation, regulatory, or professional requirements applicable to the program or unit.

Supplementary assessment or supplementary examination is not automatically granted and may not be available where:

- a student has failed a hurdle assessment following any permitted re-sit or remediation opportunity;
- mandatory attendance or participation requirements have not been satisfied;

- professional conduct, fitness for practice, or safe practice concerns exist; or
- the extent of failed learning outcomes or assessment requirements is such that satisfactory remediation cannot reasonably be achieved through supplementary assessment.

The form, timing, conditions, grading outcomes, and administrative requirements relating to supplementary assessment and supplementary examination are specified in the associated Procedures.

7. Attendance and Participation Requirements

Certain units or learning activities may include mandatory attendance and/or participation requirements where attendance or participation is necessary to support the development, assessment, or demonstration of learning outcomes, professional competencies, practical skills, clinical capability, professional behaviours, accreditation requirements, or safe practice expectations.

Mandatory attendance and participation requirements must be clearly identified in the relevant Unit Profile together with any associated conditions, consequences, or eligibility requirements.

Mandatory attendance and participation requirements are distinct from hurdle assessments. However, failure to satisfy mandatory attendance or participation requirements may affect eligibility for:

- re-sit or remediation opportunities;
- supplementary assessment or supplementary examination;
- progression within a unit or program; and/or
- successful completion of a unit.

Where attendance or participation requirements are linked to competency attainment, practical or clinical learning, placement requirements, professional conduct, or safe practice capability, students may be required to complete additional learning, remediation, practical participation, placement activities, or other requirements determined by the ACC.

The operational requirements relating to attendance recording, approved absences, participation expectations, remediation, and associated academic consequences are specified in the Attendance Policy and associated Procedures and the associated Procedures for this Policy.

8. Interim Results

The ACC may award interim results where assessment, grading, moderation, placement requirements, competency requirements, administrative processes, or other academic requirements necessary for finalisation of a result have not yet been completed.

Interim results may be used where:

- assessment or moderation processes are incomplete;
- deferred, supplementary, re-sit, remediation, or outstanding assessment activities remain unresolved;
- clinical, placement, practical, or competency-based requirements remain outstanding;
- academic integrity, misconduct, fitness for practice, or review processes are ongoing; or
- other exceptional circumstances prevent finalisation of a grade or result.

Interim results do not constitute a final grade or result for the unit and may be amended following completion of the relevant academic or administrative processes.

Students awarded an interim result remain subject to all outstanding assessment, competency, attendance, professional conduct, placement, or administrative requirements applicable to the unit or program.

The categories, conditions, approval processes, and administrative management of interim results are specified in the associated Procedures.

9. Review and Appeal of Grades and Results

Students have the right to seek review of grades and results in accordance with ACC policies and procedures where they believe that:

- an administrative error has occurred;
- assessment or grading processes were not conducted in accordance with ACC requirements;
- relevant information was not appropriately considered; or
- there are reasonable grounds to question the academic decision-making process.

Review and appeal processes must be conducted fairly, consistently, transparently, and in accordance with the principles of procedural fairness.

The review or appeal of a grade or result does not automatically result in amendment of the original grade or result.

Grades and results may be amended where an error, procedural irregularity, or other valid basis for amendment is identified through moderation, review, appeal, misconduct, integrity, or other authorised ACC processes.

Students seeking review or appeal of a grade or result must comply with the requirements, grounds, timeframes, and processes specified in the associated Procedures and relevant ACC policies.

The operational requirements relating to review and appeal processes, including informal review, formal review, appeal pathways, decision-making authority, and administrative management, are specified in the associated Procedures and relevant ACC policies relating to student grievances and appeals.

10. Academic Governance and Moderation

The ACC maintains academic governance, moderation, and oversight processes to support the integrity, consistency, comparability, and defensibility of assessment, grading, and progression decisions.

Assessment moderation and academic oversight processes may include:

- review of assessment design and alignment with learning outcomes;
- review of grading standards and comparability across cohorts, campuses, and modes of delivery;
- consideration of hurdle assessment outcomes, remediation pathways, and supplementary assessment decisions;
- review of progression, competency, professional conduct, and safe practice concerns where relevant; and
- approval and confirmation of final grades and results.

The Education and Grading Committee and other authorised academic governance bodies are responsible for oversight of grades, results, moderation, progression, remediation, and related academic decision-making processes in accordance with ACC governance requirements.

Academic governance processes must support:

- maintenance of academic integrity and academic standards;
- consistency and fairness in academic decision-making;

- compliance with accreditation, regulatory, and professional requirements;
- appropriate oversight of competency-based and professional practice assessment; and
- continuous monitoring and improvement of assessment and grading practices.

The operational requirements relating to moderation, result approval, governance responsibilities, delegated authority, progression consideration, and associated academic administration are specified in the associated Procedures.

IMPLEMENTATION AND MONITORING

The Academic Dean is responsible for oversight of the implementation, compliance, monitoring, and periodic review of this Policy.

The Education and Grading Committee is responsible for oversight of moderation, grades and results review processes, and associated academic quality assurance activities in accordance with ACC governance requirements.

The Academic Board is responsible for oversight of academic standards, academic quality, and governance relating to grades, results, assessment outcomes, and progression processes.

Implementation and operational monitoring requirements relating to assessment, grading, moderation, progression, supplementary assessment, remediation, and associated academic processes are specified in the associated Procedures.

This Policy must be read in conjunction with the associated Procedures and other relevant ACC policies and procedures relating to assessment, attendance, academic integrity, student progression, grievances, appeals, professional conduct, and student support.

POLICY REVIEW

The ACC's *Grades and Results Policy* is normally reviewed every three years.

This Policy may be reviewed earlier where required due to regulatory, accreditation, legislative or organisational changes.

RELATED POLICY DOCUMENTS

- Attendance Policy and Procedures
- Grades and Results Procedures
- Academic Credit and Recognition for Prior Learning Policy
- Academic Progress Policy and associated Procedures
- Assessment of Coursework Policy and associated Procedures.
- Attendance Policy
- Student Grievance and Appeals Policy and associated Procedures
- Student Support Policy
- Students at Risk Policy

VERSION CONTROL

Document: A011 Grades and Results Policy and Procedures		
Responsible Officer: Academic Dean		
Initially Approved by: Academic Board		**Date:** 11 November 2020
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HESF	1.4 Learning Outcomes and Assessment	1.4.3 1.4.4
Nature of Change	December 2022 • Separate Policy and Procedures • Include Diploma program • Convert Subject to Stream • Confirm unit rather than subject • Confirm the involvement of the Education and Grading Committee and approval of grades by the Academic Board. March 2023 • Amendments to align with agreed policy structure • Remove the 70% pass option in recognition of the hurdle requirement approach for clinical proficiency • Remove the Program Development Committee from responsibility in relation to this Policy • Include the HESF reference in the Version Control Table. June 2024 • Clarify the requirements in relation to hurdle practical assessment and the opportunity for a re sit. May 2025 • Amendments to result release requirements • Clarification of Hurdle assessment Re Sit eligibility and requirements • Change to 45% minimum supplementary result • Update to position titles	

Nature of Change	September 2026 • Comprehensive revision and expansion of the Policy. • Expanded definitions and clarification of key assessment and grading terminology. • Clarification of assessment principles and requirements for determination of grades and results. • Expanded requirements for hurdle assessments, including re-sit and remediation pathways. • Introduction of formal provisions for re-sits and remediation. • Expanded supplementary assessment and supplementary examination provisions. • Clarification of mandatory attendance and participation requirements and their relationship to assessment outcomes. • Expanded provisions for interim results and review and appeal of grades and results. • Strengthened assessment moderation and academic governance requirements. • Clarification of the roles of the Education and Grading Committee, Academic Dean and Academic Board.